DOCUMENT RESUME

ED 229 984 EC 152 548

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TITLE University-Based Preservice Tutoring Experiences for Students in Teacher Training Program in Learning Disabilities at Kent State University.
PUB DATE Apr 83
NOTE 36p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (61st, Detroit, MI, April 4-8, 1983).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Higher Education; *Learning Disabilities; *Practicums; *Preservice Teacher Education; *Tutoring
IDENTIFIERS Kent State University OH

ABSTRACT

An experiential component in preservice training for teachers of learning disabled students at Kent State University (Ohio) involves a tutoring experience on campus. Originally a volunteer experience, the tutoring component presented problems of scheduling, supervision, and location. On-campus required tutoring was then implemented with parents' approval and satisfaction. Tutoring involves planning, development, and implementing lesson plans, and then evaluating and recording progress. Implementing the plans require such teaching skills as establishing and maintaining rapport, offering appropriate reinforcement, and being flexible and willing to modify procedures that do not work. Tutoring has been effective, as shown by favorable reactions of the student tutors, achievement of learning disabled tutees, and positive responses of parents. (CL)

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UNIVERSITY-BASED PRESERVICE TUTORING EXPERIENCES FOR STUDENTS IN TEACHER TRAINING PROGRAM IN LEARNING DISABILITIES AT KENT STATE UNIVERSITY

by

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Presented

on

April 5, 1983

at

CEC's 61st Annual International Convention, Detriot, Michigan, April 3-8, 1983

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UNIVERSITY-BASED PRESERVICE TUTORING EXPERIENCES FOR STUDENTS IN TEACHER TRAINING PROGRAMS IN LEARNING DISABILITIES AT KENT STATE UNIVERSITY

Teacher training programs, historically, include theoretical and practical components. The former generally comprises formal coursework while the latter involves experiences with children, either direct and first-hand or indirect and vicarious through clinical or simulated settings. Each fulfills a necessary objective which is to establish a solid foundation in the basics of teaching. My presentation concerns itself with the experiential component, or "practicum" if you will, in preservice training for teaching the learning disabled. This practical component I have designated "tutoring".

What is so unique about this component?, is a question one might well ask. After all, there is nothing unique about the concept of tutoring. It is generally understood to involve a one-on-one teaching situation, that is, one adult (or peer) serving as a tutor paired with one child (or peer) as the tutee for the duration of the experience. In Ohio, tutoring is a widely used service model in public school programs for the learning disabled. In fact, usually the first teaching job in learning disabilities that a new graduate is able to get, if he or she chooses to remain in Ohio, is tutoring. The preservice tutoring experience which I will describe may be considered unique partly because of its setting (it takes place on a university campus), partly because it provides a community service (it is offered free of charge to parents in the local and neighboring counties), but mostly because it includes features over which I have been able to exercise control. Before I discuss these, permit me to give a little background first.

BACKGROUND

Tutoring has been available to students enrolled in my LD Methods course nearly as long as I have been teaching it. In the early years, however, it was offered as an <u>option</u> of which many of the students availed themselves.

After the initial trial or two, I made tutoring a requirement for all the undergraduate students. In those early years, the students had to find their own placements and schedule their days and hours as best they could. For their part, the teachers and administrators out in the schools who received the university students generally accomodated them and attempted to provide opportunities to make their experiences as beneficial as possible.

Overall, the field-based experiences were very positive for all concerned. In general, the learning disabled youngsters received the needed individual attention and help, the classroom teachers could count on and therefore appreciated the extra pair of hands for at least the duration of the university term, and the university students, for the most part, received the benefits of observing an experienced teacher at work while learning about themselves as they worked with the children. After each student had settled into a routine in individual tutoring situation and felt comfortable enough to have a visitor, I made a site visitation to observe the student in action. I was basically satisfied that the tutoring requirement was mutually beneficial and decided to continue it through subsequent years.

As the tutoring requirement continued and more and varied community facilities were being utilized, some problems began to surface more and more frequently. Let me enumerate a few.

1. One dealt with scheduling the tutoring sessions. Ideally, the sessions were to be no more than an hour long each, about two times a week. In a ten week term (we were on a quarter system then), the student could easily complete the 15-20 hours of tutoring required. Unfortunately, it was not so easy. The students had to contend with their own schedules of university classes on the one hand, and, on the other, try to meet the schools' needs for tutors for specific time blocks. Understandably, the teachers did not wish the children to miss any "important" regular periods. By the same token, the university students could not afford to miss their other classes merely to accomodate the

the teachers. The logistics of juggling the schedules, thus, often resulted in the passage of several weeks before the students could begin tutoring. Even then, some students were not able to go to the selected school more than once a week, which meant an unreasonable increase in the length of each tutoring session. Compounding this matter was the travel time involved. To find the placement in a school within a comfortable distance of the university (or home if the student was a commuter) was not easy. Some students had no means of transport and had to rely on public transportation or rides with other students. Scheduling and getting to school thus were probably the most frustrating of all the problems.

2. Another problem concerned the discrepancy between teachers' expectations and needs and the course requirement. I found that some teachers chose to ignore the university requirements and to use the students placed with them as teacher-aides, requiring them to "float" around from child to child, rather than assigning them to one child. In some situations, two or three children were assigned to a student. In still other situations, the assignments changed each time a student returned to school. In short, the university students were not uniformly receiving the benefits of working with just one child through the duration of the term. A related problem dealt with the content of teaching. Once the child's primary area of difficulty was determined, the student-tutor was to develop teaching plans which would include objectives, procedures and materials. In many situations, students were instructed on what to teach and what materials to use. This was especially true in junior-high and high school settings. Working with the adolescent learning disabled primarily involved coaching them for tests, helping them with their class or homework assignments, and the like. Any opportunity that the student could have had to learn from personal experimenting was effectively minimized or eliminated.

3. A third problem concerned the amount and nature of teacher supervision available. I found that in many situations, the students were required to find a "quiet place" outside the classroom, an arrangement which automatically made

any teacher supervision of the on-going tutoring impossible. Thus the teacher feedback of what was transpiring during tutoring was, at best, speculative or a guesstimate. More often than not, it was based on the child's report of how things went in a given session.

4. Another problem dealt with finding a "quiet place" for tutoring. I observed students in hall closets, in corridors, in auditoriums, in libraries. Worse, the availability of the same place each tutoring session was never certain. In fact, I have found myself wandering the school corridors along with the student and the child trying to find a congenial place. Much precious time was lost as a consequence.

5. A fifth problem related to child absence and communication gap between the teacher and the student. Whether the child was out of school because of illness or a field trip was often learned the hard way after the student reached school. Again, precious tutoring time was lost.

6. Another problem concerned the learning disabled child's perception of being singled out for the tutorial assistance. While the younger children usually vied with each other for the extra or special attention and did not hesitate to show off or boast about it, the older children generally resisted the tutors' attention and did not want to be "seen" being tutored under any circumstances, especially by their peers. They were the most uncooperative and unappreciative. They also managed to make the tutorial experience a trial and a chore to be endured and completed by the student.

7. A final problem concerned the amount and quality of supervision I could reasonably provide. With the students scattered in all directions in Northeast Ohio, I found myself unable to visit any one student more than once. Worse, except to give some words of encouragement to the students and be supportive of their efforts, I found I had little or no say in what transpired in the tutoring sessions. As the supervisor and coordinator of the field-based tutorial experiences I had failed miserably.

Weighing these problems against the benefits of in-school tutoring, I came to the conclusion that there must be better and certainly alternative ways to provide the tutorial experience, at the same time guaranteeing the exercise of my greater control over its management and its constitution. Thus was hatched the idea of initiating on-campus tutoring. The more I thought about it, the more it appealed to me because it appeared to have all the advantages and hardly any of the problems of in-school tutoring. Specifically, (1) I would be in a position to control the one-on-one assignment as well as provide direction and regular supervision to the students as they first start out in tutoring. (2) Secondly, tutoring could be held once a week on a predetermined day at a predetermined hour. This hour would be locked in in the university schedule of classes so that the students when signing up for the Methods course would also sign up for this period. This would effectively eliminate all schedule conflicts and travelling. (3) Thirdly, the tutoring could be held during after-school hours so that none of the children would miss any part of the regular school activities and, at the same time, be able to participate in the program without the fear of being seen by their peers.

Satisfied in my own mind that on-campus tutoring was worth pursuing, the immediate concern was to resolve how and where to find children who might profit from tutoring. To minimize any transportation difficulties for the children or their parents, I decided to restrict my search to the local school district. Consequently, I approached the Director of Special Education and the Learning Disabilities Supervisor in Kent City School system with my proposal. They liked the idea and offered to assist in finding the children. At their suggestion I drafted a letter to parents offering the special tutoring program to be held at the university and sent the letter to the LD supervisor, who, in turn, had its copies distributed to parents of children identified by the school district as needing tutoring. Accompanying the letter was a "return" form for parents' use to indicate their interest. Those who did were subsequently

contacted by me and they were mailed registration and teacher evaluation forms. (A little later, I will show you these). Enrollment that first semester (we had switched to the semester system in 1979) was limited to ten children on a first-come first-serve basis.

Spring of 1981 was the first time that tutoring on the campus was tried. Its success generally and its reception by the parents, the children and the students particularly prompted me to continue with it the following academic year. During the Fall of 1981, several of the previous semester's children returned which indicated to me that parents were pleased with the service offered. Interestingly, in the Spring of 1982, participants were no longer confined to Kent City limits. The word about the tutoring program had apparently spread and parents from neighboring communities were calling and appealing for help. Nearly a third of the children in the Spring of 1982 were from outside Kent.

The tutoring program has continued through 1982-83 although I myself have not been involved in it and it will be continued again next year when I return to teaching.

Let me now address myself to some of its features.

TUTORING -- ITS FEATURES

PURPOSE

The purpose of incorporating tutoring as a requirement for students enrolled in the LD Methods course has been twofold: one is to give first-hand experience to students in teaching one-on-one wherein they take total responsibility to assess, plan, implement, evaluate and record; the other is to provide a much-needed community service to those children seeking academic assistance. Registration for tutoring is handled through the mail on a first-come, first-serve basis. The completion and return of the registration form (transparency) is an assurance from the parents that a given child will participate in the

Semester:_____ Year:_____

Department of Special Education
401 Robert White Hall
Kent State University
(672-2477)

TUTORIAL REGISTRATION

1. General and Family Information

Child's Name_____ Sex_____ Birthdate_____

Parents' Names_____ Phone_____

Address_____

Child's School_____ Grade_____

Teacher's Name (optional)_____

2. Development and Physical Status

General_____

Medication (if used)_____ Reason for it_____

Visual or Hearing Aids_____

Other (what we should be aware of)_____

3. School Status

Current School Performance: Reading Level (circle) - K 1 2 3 4 5 6 7 8 9
Arithmetic Level (circle) - K 1 2 3 4 5 6 7 8 9

Academic Strengths_____ Weaknesses_____

School Behavior and Attitudes: Towards Teachers_____
Towards Peers_____
Towards Self_____

Reason(s) for seeking Tutorial Assistance_____

4. Area(s) in which Tutoring is Sought

_____

5. Emergency Information

Doctor's Name_____ Phone_____

Parent's Business Phone_____

Name of Relative or Neighbor_____ Phone_____

Signature of Parent_____

Date_____

program.

ASSESSMENT

Before any tutoring can begin, assessment must be carried out and before any assessment can be done, parental permission must be obtained. I have devised an Authorization form (transparency) for this purpose. Parents simply sign the form and return it to me. To expedite locating the child's areas of weaknesses, we ask the child's regular classroom teacher to complete a Teacher Evaluation form (transparency) which helps to give us a general direction to academic areas which need to be addressed. The teacher also completes a School Behavioral Summary form (transparency) on the child. This form helps to identify child's ideosyncracies which might impinge upon his/her academic functioning. These two forms are forwarded to the teachers via the parents and it is the parents' responsibility to have them returned to me. Parents' input on areas needing tutoring is also invited. This is obtained through the registration form and parent conference. Wherever feasible, children are asked to suggest areas in which they want assistance. Older children are especially very helpful in identifying their own learning difficulties. Once such preliminary information is obtained, the next step for the student-tutor is to identify and compile informal assessment material to be used with a given tutee. The major resource for the informal assessment has been the Mann, Suiter and McClung Handbook in Diagnostic Teaching. No standarized test is used except the Wide Range Achievement Test which is administered for the express purpose of obtaining quick measures of pre- and post-tutoring achievement levels.

Following the initial assessment, the student-tutor is required to summarize the results, to highlight the difficulties noted, to formulate a set of tentative objectives and to develop plans for teaching.

PLANNING

The major purpose in planning is to conceptualize the "why", the

KENT STATE UNIVERSITY

Department of Special Education

AUTHORIZATION

Dear Parents:

In order to provide the best tutorial assistance possible to your youngster, it may be necessary to do some formal and informal assessment which would help us to determine where the child is having problems and his/her strong modalities. If you have no objection to our conducting this type of assessment, please indicate so by signing this authorization form and returning it in the prepaid return envelope.

I thank you in advance for your cooperation.

Sincerely,

Saroj Sutaria

Saroj Sutaria
Associate Professor

I/We give my/our consent to Kent State University student to conduct whatever formal and informal assessment which might be indicated on my/our youngster. I/we understand that the information obtained will be used in planning the most effective and beneficial tutorial assistance possible.

_____ Date

_____ Signature

_____ Signature

_____ Youngster's Name

STUDENT EVALUATION TEACHER REPORT

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Student _____ School _____ Grade _____

Date _____ Teacher _____

SUBJECT & TRAINING AREAS	Significantly Below Grade Level	At Grade Level	Above Grade Level	Comments
READING (Please indicate reading series used)				
Phonics/Work Attack				
Sight Vocabulary				
Comprehension Skills				
SPELLING (Please indicate text or materials used)				
Spelling of words				
Use in sentence				
Meanings				
LANGUAGE DEVELOPMENT				
Verbal expression:				
Written expression: a) Sentence structure				
b) Paragraph structure				
c) Sequence of events				
d) Writing rate				
MATH (Please indicate text or materials used				
Computation/Basic Facts				
Problem Solving/Application				
PERCEPTION Modality strength: a) Visual				
b) Auditory				
c) Vis-Aud-Kin				
Motor Coordination:				
a) General - for Gym, etc. (gross motor)				
b) Fine motor skills for writing				

SOCIAL ADAPTIVE BEHAVIORS (Circle one)				
Interacts with peers/classmates	N.I.*	APP*	OUT*	
Interaction with teachers/adults	N.I.	APP	OUT	
Attitude towards school/assignments	Poor	Adequate	Good	

* N.I. = Needs Improvement
APP = Appropriate
OUT = Outstanding

ADDITIONAL COMMENTS AND RECOMMENDATIONS _____

SCHOOL BEHAVIORAL SUMMARY

EVALUATION OF LEARNING STRENGTHS IN COMPARISON TO CLASS PEERS:

	Always	Most	Sometimes	Seldom	Never
Understands Oral Directions					
Follows Oral Directions					
Understands Written Directions					
Follows Written Directions					
Completes Class Assignments					
Completes Independent Study Assignments					
Completes Homework Assignments					
Completes Work in Time Provided					

CLASSROOM BEHAVIORS INTERFERING WITH LEARNING:

Hyperactive					
Hypoactive					
Distractible					
Daydreams					
Perseverates					
Inconsistent Performance					
Impulsive Responses					
Inappropriate Response to Social Situations					
Lacks Self-Control					
Low Frustration Tolerance					
Lacks Confidence					
Inadequate Peer Relationships					

Other Behavior Noticed _____

_____

_____

_____
Teacher's signature

"what", and the "how" of teaching so that the alotted hour or so is utilized constructively and beneficially to the maximum extent possible. Using a lesson plan format (transparency), the student-tutors are required to think through and pre-plan their objectives, their methodology, their materials, and their evaluation procedures and criteria, and to be prepared to discuss these with me in weekly conferences which are held a day or two in advance of the tutoring session. To guide them in their formulation of objectives and teaching procedures, a portion of class periods is used, as and when the need may arise, to demonstrate some sample plans.

In addition to the lesson plans which deal with each week'sobjectives, the student-tutors must also formulate an Individualized Educational Plan (transparency) projecting fifteen week objectives. The general make-up of the I.E.P. is discussed in class while each individual one is reviewed during the weekly conference. The I.E.P. is generally not drafted until the student-tutor feels fairly certain about the tutee's academic deficits and needs.

IMPLEMENTING THE PLANS

Formulating lesson plans for teaching on paper is, I believe, one type of task. Putting them into practice is quite another. In implementing the plans, the student-tutors must demonstrate a variety of teaching-specific and teaching-associated skills, such as:

1. remembering to bring and have ready everything that would be needed at a given session;
2. establishing and maintaining a comfortable rapport with the tutee;
3. presenting teaching concepts and materials in steps which would promote learning;
4. offering appropriate reinforcement of on-task behavior;
5. providing reinforcing activities in interesting and varied ways;
6. being observant for signs of disinterest, fatigue, restlessness, etc., and being ready to provide a break or a diversion;

Lesson Plan #_____ Child's Name_____ Date_____ Teacher_____

OBJECTIVES	PROCEDURES	MATERIALS	EVALUATION

Child's Name _____ Birthdate _____ Age _____

Parent _____ Address _____ Phone _____

Teacher _____ Address _____ Phone _____

Statement of present levels of performance

READING	G.E. SCORE	TEST USED	FIFTEEN WEEK GOALS	3 mastery	2 partial success	1 emerg.
Word recog. Letter ident. Word ident. Word attack Word comp. Passage comp.		WRAT Pre Post				
SPELLING	G.E. SCORE	TEST USED	FIFTEEN WEEK GOALS			
		WRAT Pre Post				
LANGUAGE	G.E. SCORE	TEST USED	FIFTEEN WEEK GOALS			

[1] 25- 40% emerging [2] 50 - 89% partial success [3] 90 - 100% mastery

Child's Name _____ Date _____

ARITHMETIC	G.E. SCORE	TEST USED	FIFTEEN WEEK GOALS	3 mastery	2 partial success	1 emerg.
Computation Numeration Fractions Geometry and symbols Addition Subtraction Multiplication Division Mental computation Num. reasoning Word problems Missing ele. Measurement Money Time		WRAT Pre Post				
OTHER	G.E. SCORE	TEST USED	FIFTEEN WEEK GOALS			

7. being flexible and willing to modify plans or procedures which do not work;
8. being able to critically assess and analyze situational and personal factors operating during a lesson.

The student-tutors are observed during the tutoring session and the session is discussed at the following weekly conference.

EVALUATING AND RECORDING

As the student-tutors work with their tutees, they must learn to analyze their teaching methods, whether they are effective or not, and how and what changes or modifications need to be made. They must reflect on each tutorial session and keep a written commentary on their self-evaluation. The students also record the degree of success obtained in reaching the week's objectives on the lesson plan.

I have thus far discussed the tutoring program's background and its features. Let me now briefly mention how it has been operationalized.

TUTORING -- ITS OPERATIONAL ASPECTS

The tutoring sessions are held one a week for about an hour and 15 minutes from 3:30 p.m. to about 4:45 p.m. Tutees are transported by parents or they come on their own. They arrive at a designated location, usually a classroom, where they are met by the tutors. The first session is a "get-acquainted" one where the tutor-tutee meet for the first time and get to know each other. Somewhere in the middle of the term, a general session is held for group activities and the last session is a class outing. The regular sessions begin with a snack, a little time for relaxing and socializing, and then proceeding to designated study areas for the tutoring. Younger, more easily distractible children have been placed in small individual clinic offices while older children have been assigned in twos and threes to larger classrooms. A short break midway through the session may be given, depending on the child. At the end of the period, the tutees are seen off to their cars or at the doors if they are

on their own.

Early in the semester, parents are invited to meet with me and their child's tutor. These conferences are most helpful to obtain background and educational histories on the child. Parent conferences are also held at the semester's end to discuss the child's progress, to offer recommendations, and to present a copy of the Final Report (transparency) summarizing the tutoring. Parents are encouraged to keep in contact with the tutor or myself throughout the tutoring program.

EFFECTIVENESS OF TUTORING

The tutorial experience as a practical component of a methods course has been in operation since the Spring of 1981. How successful is it? There are at least two ways of looking at it to determine its success: one is to question the student-tutors about their involvement and the other is to look at the participant tutees' performance on a standardized measure to see if there has been a significant pre- and post-achievement difference. I have attempted to do both. Let me share the results with you.

TUTOR REACTIONS

Student reactions are obtained at the end of each semester. I have made up a form which lists the various components of the course including tutoring to which students comment in free statements. I believe it is essential that students feel free to comment on any aspect of tutoring and other course requirements that is important to them as individuals than be given a set of ready-made statements to rate or with which to agree or disagree. I think you get much more honest, perceptive and thoughtful feedback this way than through rating scales or questionnaires. In any event, I have compiled the student reactions and attempted to group them according to the underlying theme. I have also tried to separate the "positive" comments from the "negative" ones although, strictly speaking, the latter can hardly be

K.S.U. TUTORIAL PROGRAM
directed by
Dr. Saroj Sutaria

CHILD'S NAME:

TUTOR:

DATE:

TUTORIAL PROGRAM REPORT:

SUMMARY:

RECOMMENDATIONS:

described as such, as you will see for yourself (transparency). In all, comments of 31 student-tutors are reflected here.

On the whole, I am tempted to conclude that the tutoring experience is considered beneficial by majority of the students.

TUTEE PERFORMANCE

How have the tutees fared? Only those who participated in Fall, 1981 and Spring, 1982 are considered in answering this question because in the first experimental semester, no standardized test was used. Pre- and post-tutoring achievement has been determined by the use of the WRAT and the difference between the two measures tested for significance with t tests. At the outset I should confess that no other statistical analyses have been conducted because the N has remained relatively small. In Fall there were 9 tutees and in Spring there were 12. A more important reason for not seriously considering any other type of statistical analysis is the fact that while the WRAT measures reading, spelling and arithmetic, the tutoring is not necessarily geared to all or any of these for a given child. For instance, one junior-high youngster was tutored exclusively in math, another in reading comprehension. A couple of others needed help in content areas. One fourth grader disliked all writing assignments, was very slow at it, and made numerous errors of omission. Tutoring for him focussed on developing an interest in writing and increasing speed and accuracy. Still another needed help in developing good study habits. None of these is measured by the WRAT. It was used however for its convenience, quickness and ease of administration. (transparency).

If you look at the tabulation of the children involved in both Fall and Spring, their school grade placements show a range from first grade to the seventh. Of the nine enrolled in Fall, six returned for tutoring in Spring and they were joined by six new ones of whom five were from outside the city. A glance across shows that the achievement levels compared to the child's

STUDENT REACTIONS TO TUTORING

	POSITIVE	NEGATIVE
OVERALL COMMENTS	a positive "hands-on" experience	felt like a baby-sitter
	important part of learning	tutoring should be held more than once a week
	most useful of course requirements	need for more background information from tutee's regular school
	practical application of one's learning or knowledge	be allowed to choose child to tutor
	a chance to practice what one is learning in class	uncertainty about where to begin
	good preparation for the future	
PERSONAL COMMENTS	good to be put in charge of total programming	
	educational / informative	
	enjoyable / exciting	
	rewarding	
	learned a great deal from tutee	
	learned about one's teaching style	
	gained in self confidence	
COMMENTS ON LOG WRITING	helped in organizing one's self	didn't care for the writing part
	necessary to see past mistakes	too much work
	helped one to reflect on one's feelings	
	good practice in writing and maintaining records	

STUDENT REACTIONS TO TUTORING -- CONTINUED

	POSITIVE	NEGATIVE
COMMENTS ON CONFERENCES		
PARENT	necessary to inform	
	helpful to understand parents' feelings about tutee	
	gives better direction to tutoring if parents' goals for tutee are known	
INSTRUCTOR	provided guidance with structure	weekly conferences not necessary after first few weeks if tutoring was proceeding smoothly
	forced one to be organized and pre-plan	more feedback needed on teaching methods, lesson plans, generally
	kept one on schedule / on track	
	helpful in discussing tutee progress, teaching methods, one's strengths and weaknesses	
	received helpful hints and support which were confidence building	
	provided opportunity to interact with instructor privately out of class to discuss concerns, raise questions, clarify matters	
	"had opportunity to know what I was doing and in which areas I needed to improve"	

Tutee Name	Grade Placement	Fall 1981									Spring 1982									IIc
		Reading			Spelling			Arithmetic			Reading			Spelling			Arithmetic			
		Pre	Post	d	Pre	Post	d	Pre	Post	d	Pre	Post	d	Pre	Post	d	Pre	Post	d	
Bobby	IV	6.6	7.0	+.4	4.3	5.4	+1.1	3.9	4.7	+.8	7.0	7.5	+.5	5.4	6.6	+1.2	4.7	5.8	+1.1	
Shelly	VI	7.6	7.7	+.1	6.6	6.7	+.1	4.1	5.1	+1.0	7.7	7.7		6.7	7.5	+.8	5.1	5.3	+.2	
Scott	III	4.4	4.5	+.1	3.9	3.9		3.5	4.7	+1.2	4.5	6.7	+2.2	3.9	4.5	+.6	4.7	4.5	−.2	
Hank	I	2.2	2.4	+.2	1.5	2.5	+1.0	2.1	2.1		2.4	2.6	+.2	2.5	2.6	+.1	2.1	2.7	+.6	
Jeremiah	III	2.8	3.4	+.6	2.4	2.6	+.2	3.3	3.7	+.4	3.4	2.5	−.9	2.6	2.6		3.7	3.6	−.1	
Matthew	IV	4.9	5.9	+1.0	4.3	5.4	+1.1	3.3	3.5	+.2	5.9	6.6	+.7	5.4	5.9	+.5	3.5	4.1	+.6	
Brian	VII	7.6	7.6		6.7	6.9	+.2	(3.9)	5.0	+1.1	7.6	—		6.9	—		5.0	—		
JulieAnn	II	4.2	4.7	+.5	2.9	3.5	+.6	3.3	3.5	+.2										
Mitch	V	4.0	4.5	+.5	(3.7)	4.5	+.8	(3.9)	4.7	+.8										
Todd	III	—	—		—	—		—	—											
Jason	VI										7.7	7.9	+.2	7.1	6.4	−.7	5.5	4.7	−.8	
Susan	VII										(4.5)	3.9	−.6	(4.1)	4.8	+.7	(3.9)	3.6	−.3	
Timmy	II										2.4	3.2	+.8	2.6	3.3	+.7	2.9	3.7	+.8	
Rodney	VI										5.7	5.7		4.8	4.8		3.7	4.7	+1.0	
Robby	III										4.1	4.4	+.3	3.5	4.3	+.8	3.1	3.3	+.2	
Jeffrey	VII										8.7	10.0	+1.3	6.4	6.0	−.4	(4.3)	3.6	−.7	

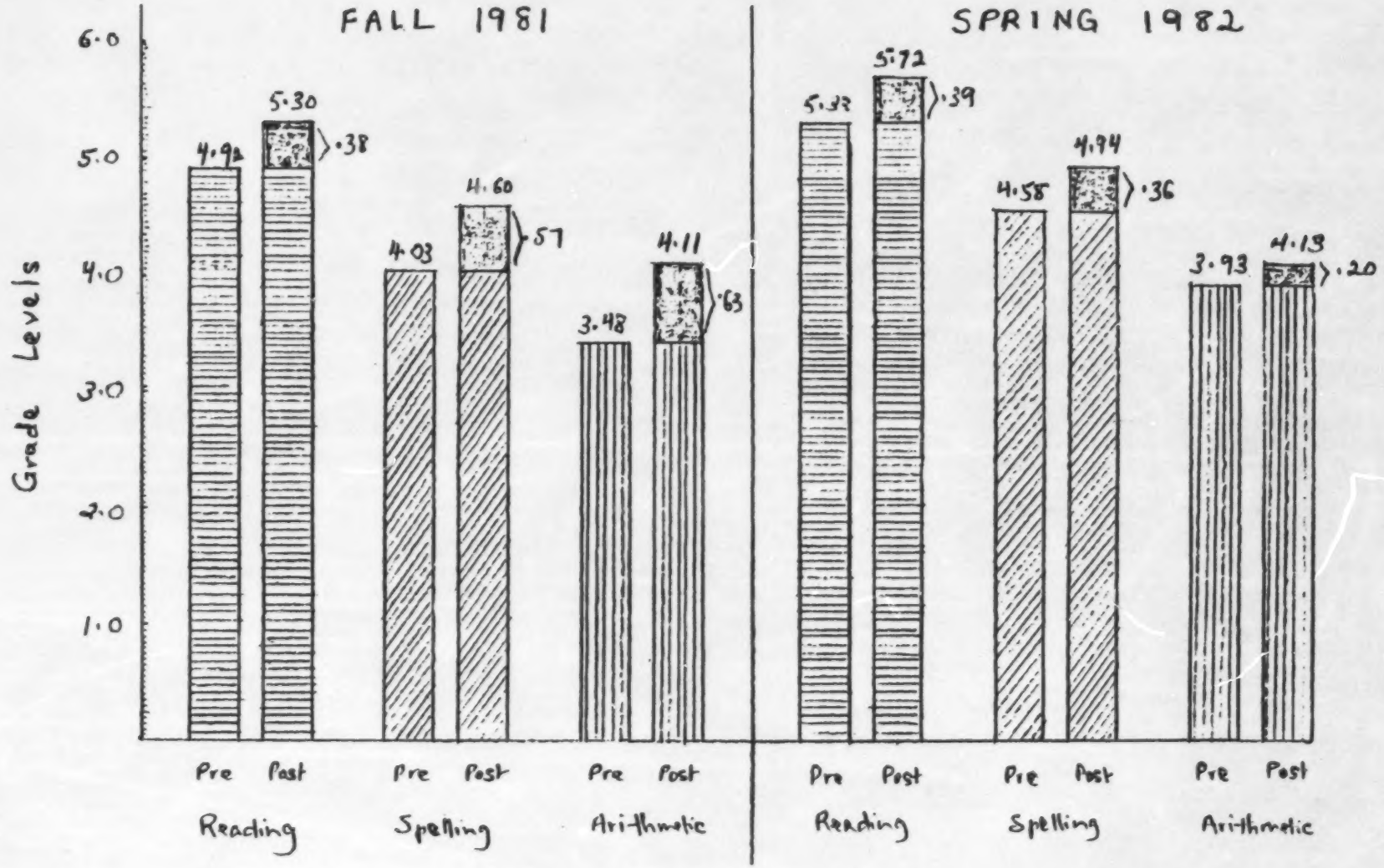
grade placement are average or normal for the most part except in the cases of Brian, Mitch, Susan and Jeffrey. In majority of the cases, a severe discrepancy between placement and achievement is not noted and one may be tempted to ask why they are being tutored. The answer is simple. The WRAT tends to inflate achievement. More importantly, the child's need for tutoring lies in area other than being measured by the WRAT as already mentioned.

Comparing the mean pre- post- difference in reading, spelling and arithmetic (transparency), we see obvious growth in all areas. The differences in spelling and arithmetic for Fall are much greater. Looking at the $\underline{t}$ test results (transparency), the differences are significant at .01 level in all three areas for Fall while only one, spelling, is shown to be significant at .05 level for Spring.

I suppose from these results one could conclude that tutoring does help and therefore serves a beneficial purpose. To me what is more revealing of its worth is the fact that some parents are choosing to have their child return for more tutoring. In other words, parents see enough benefits accruing their child to want to continue him/her in the program. This past Fall, 4 of last Spring's participants returned. The same 4 are back this Spring. Two of these have been attending since the first Spring when on-campus tutoring was initiated.

Let me conclude by saying that on-campus tutoring has been a great experience for all concerned. To reiterate its benefits, (1) it has actualized the establishment of a community service free of charge to parents; (2) it has enabled the participation of area youngsters without foregoing any of their regular school activities; and (3) it has served as an important vehicle and a preparation ground for students in training prior to student teaching.

12a


FALL 1981
SPRING 1982
Grade Levels
6.0
5.0
4.0
3.0
2.0
1.0
4.92
5.30
.38
4.03
4.60
.57
3.48
4.11
.63
5.33
5.72
.39
4.58
4.94
.36
3.93
4.13
.20
Pre
Post
Reading
Spelling
Arithmetic

A Comparison of Pre- and Post- Tutoring Achievement

WRAT Subtests	Semester		Pre	Post	t	level of significance
Reading	Fall 1981	$\bar{X}$	4.92	5.30	-3.59	.01
		SD	1.96	1.87		
	Spring 1982	$\bar{X}$	5.33	5.73	-1.65	not signi
		SD	2.12	2.39		
Spelling	Fall 1981	$\bar{X}$	4.03	4.60	-3.78	.01
		SD	1.74	1.62		
	Spring 1982	$\bar{X}$	4.58	4.94	-2.22	.05
		SD	1.64	1.59		
Arithmetic	Fall 1981	$\bar{X}$	3.48	4.11	-4.30	.01
		SD	0.60	0.98		
	Spring 1982	$\bar{X}$	3.93	4.13	-1.09	not signi.
		SD	0.98	0.89		

It has been a total experience because each student has had to assess the tutee's academic areas, to determine which areas needed attention, to plan appropriate activities and make materials, to implement them and to evaluate the results. It has provided them with opportunities to be creative as well as the freedom to experiment. The parents have been most supportive of the tutors' efforts and the tutees have enjoyed becoming familiar with a setting generally designed for "grown-ups". For my part, I have been able to exercise complete control over its running.

This is not to imply that there have been no problems at all. Relating to parents and children, these included absenteeism (usually the parents forgot that it was the day of tutoring and so did not arrange to have the child attend), tardiness (some parents would invariably bring and pick up the child late, despite several friendly reminders), and lack of sufficient parent involvement (not all parents attended conferences or cared to follow-up on what was going on). While unfortunately not much could be done to prevent these kinds of problems, they did tend to hamper the university students' efforts to make maximum use of the time and opportunity available for mutual benefit. Finally, my own goal to provide intensive and quality supervision to all the students could not be realized to the extent I had hoped. The weekly individual conferences and the recruitment of a qualified doctoral or master's level student to assist in supervision eased the problem greatly. I hope in the future to make use of selective videotaping for this purpose.